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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Fiftieth "Summer Special"

THE issue of the Journal of Education, June 8, will be the fiftieth anniversary issue of the first summer special of this publication.

That was before I was officially connected with the magazine, but I was devotedly interested in the Journal of Education from its first issue in January, 1875, especially in the venture of a special summer number in 1881.

Naturally, I am delighted to think that the issue of June 8 will be of greater educational interest than any other of the more than 2,300 issues that I have edited.

We are even more enthusiastic in the belief that this anniversary special will be the beginning of the most important service to education this magazine or its editors have ever rendered.

The basis of this expectation is our faith that the present crisis in public schools can be successfully met by city school administrations when city school board members and city superintendents have the unwavering confidence of the teachers.

The Journal of Education will seek to create an entirely new service for all city superintendents. Its aim will be to give the profession and the public a knowledge of the attainments and achievements of city superintendents.

Accompanying this magnifying of the city superintendent's influence will be a new championship of city boards of education. The public schools can be brought to the front with ease if the notable ability of members of city boards of education is placed in professional leadership.

There should be on every convention program an outstanding member of some city board of education.

It is a professional scandal that there has never been a president of the National Education Association in its more than seventy years, nor of the Department of Superintendence in its more than sixty years, elected because of eminent service on any city board of education.

Today there are members of city boards of education, men of noble spirit, famous business ability, who would command the confidence of teachers and the admiration of the public as presi-

dent of either of these great national education organizations.

The public schools, private and parochial schools can each serve America better than they have ever done, and in no wise discount their present efficiency or advantage. The Journal of Education will endeavor to help each of these by emphasizing better service.

We have faith in the success of our heroic plans because despite "the times" the Journal of Education has never been in as good business condition as it is in 1931.

Incidentally it is interesting that this Summer Special is a greater business success than any of its predecessors.

N. E. A. Presidency

FIVE women have been elected president of the National Education Association in alternate years, beginning in 1921—Charl O. Williams, 1921; Olive M. Jones, 1923; Mary A. McSkimmon, 1925; Cornelia S. Adair, 1927; E. Ruth Pyrtle, 1929. A few men are so excited over the loss of prestige of the National Education Association under these five administrations that they insist that only presidents of universities and liberal arts colleges comparable to Charles W. Eliot be elected hereafter. They insist the change should be made at the Los Angeles meeting.

Fortunately there is a definite measure of devotion of women and presidents of universities and colleges through life memberships in the National Education Association. Each life membership represents a $100 investment for all time in the promotion of efficiency of the greatest education association in the world.

$3,400 is the sum total of the investment of all presidents of universities and liberal arts colleges in the future of the National Education Association in life memberships.

$128,000 is the amount women members of the National Education Association have already invested to promote the future of this great association through life memberships.

The difference in salaries and perquisites of teachers and university presidents makes this significant.

Teaching Spelling

TO TEACH spelling successfully to youths who by nature are deficient of traditional culture requires the highest science of education, skill in the art of teaching, and patient personal devotion of the teacher.

Until recently there was no thought of any school teaching of spelling. The school was only expected to find out how much or how little children could learn to spell. There were usually some pupils who could spell everything, and some who could, naturally, misspell everything.

The science of education was the classification of words according to their importance in general use and the art of avoiding the use of "demons" and their allies.

In "Everyday Spelling" Henry Suzzallo, Henry Carr Pearson, and Milo B. Hillegas take the teaching of spelling seriously. These three very eminent specialists in the science of education and the art of teaching have given personal attention to every detail for successful study of learning to spell in Grades Two, Three and Four in Book One, 142 pages, and in Grades Five, Six, Seven, and Eight in Book Two, 152 pages.

The general custom has been to have the detail work of the book done by one or two teachers, and then having a lot of teachers practice on it to see if it would work.

Drs. Suzzallo, Pearson, and Hillegas have included nothing in these two books for the seven grades until they knew that it will succeed if it is the right thing to do, and is done right at the right time.

We have seen no other attempt to create a science of education applied in an art of teaching just as these eminent professionalists have done it in these two books in "Everyday Spelling" (American Book Company).

Boners

A SMALL book of a hundred pages, with half a thousand brighter sayings by school boys and girls than any hundred men have said in any hundred pages that we have seen. [The Viking Press.]

Alexander Abingdon claims to have had these sayings collected from classroom and examination papers. Here are samples of the thousand bits of wit:—

"A man who marries twice commits bigotry." "False doctrine means giving people the wrong medicine." "Beware of the Brides of March." "The opposite of evergreen is nevergreen." "The feminine of bachelor is lady-in-waiting." "Gender is the destruction of sex." "Queen Victoria was the longest queen on the throne." "Martin Luther was excommunicated by a bull." "A circle is a line which meets its other end without ending." "When you breathe, you inspire; when you do not breathe, you expire." "Our school is ventilated by hot currants."

Three Famous School Board Members

By ALBERT E. WINSHIP

DAVID B. OLIVER and MARCUS AARON

of Pittsburgh

PITTSBURGH, Pennsylvania, has had an exceptionally interesting experience in education, and I have been peculiarly interested in the way in which it has been created from the merging of various units.

It is sixty-six years since I first knew Pittsburgh, and it is forty-four years since I first knew the schools of Western Pennsylvania with Pittsburgh and Allegheny City as foci. There is no school centre that I have known more intimately in these years than this.

From the standpoint of readers of today, interest, local and national, is limited to the school system as created twenty years ago the eighth of last November. In these years few cities have been favored with as intelligent, devoted, and stable a Board of Education as has Pittsburgh. Each of the fifteen members of this board deserves extended personal attention. The two presidents of this board are of exceptional professional, civic, and business prominence. In twenty years there have been but two presidents, David B. Oliver and Marcus Aaron. Mr. Oliver, president from 1911 to 1922, is in his ninety-seventh year, and has never been more devoted to the schools than now. He has served on the city boards of education of Allegheny City and Pittsburgh, in which it was merged, for fifty-one years, and he has always been eminently successful as a business man, civic leader, and ardently devoted to public education. We doubt if there is another record comparable to this.

Marcus Aaron, who succeeded Mr. Oliver nine years ago as president, was appointed on the school board when it was created in 1911, and brought to the school board a notable business experience and a remarkable service in public institutions. He is a member of the Board of Trustees of Carnegie Institute, a director of the Western Pennsylvania School for the Blind, and president of the Rodef Shalom Congregation. He was for many years a member of the Pennsylvania State Council of Education, and has been extremely active in promoting legislation to improve the standards of teaching and in securing increased salary schedules for teachers over the state.

These men and their associates on the school board are absolutely unselfish in their devotion to the work of the Board of Education. The boys and girls of Pittsburgh are extremely fortunate in having a Board of Education composed of such city leaders.

PHILIP J. McLAUGHLIN

BRIDGEPORT, Connecticut, the seventh city in population in New England, has magnified its need of progressive education, and its city boards of education have had large responsibility for developing and maintaining a spirit of modern education.

Dr. Philip J. McLaughlin, president of the Board of Education, is thoroughly familiar with the conditions and problems of Bridgeport, and devotes himself to providing education that children of Bridgeport need, to making the life of teachers and others responsible for their education as comfortable as possible.

Dr. McLaughlin's professional activities as a dentist have all been in Bridgeport. He has been a prosperous citizen, closely identified with all of its interests as a taxpayer and parent. He has always championed the best education for all children.

He has the confidence of the public, the esteem of the teachers and the admiration of the pupils and students.

Bridgeport, a nearby suburb of New Haven, has profited much from the interest and advice of Yale College, and has had some superintendents of national fame. Worcester Warren, the present superintendent, found the schools in excellent condition, and has the hearty support of Dr. McLaughlin.

Belding's Page

Calling the Surveyors

SOME one is forever asking those in charge of the schools and school systems: "By the way, gentlemen, what about the 'three R's'?" And unless the question can be suitably answered from evidence in hand, the upshot is likely to be—a survey.

The biggest municipal school system in the country—that of New York City—has fallen under severe strictures in the matter of its teaching efficiency, and President George J. Ryan, of the city board of education, has called upon the Department of Education at Albany to look things over. Commissioner Graves, no doubt, appreciates the compliment of this rather large order, and whenever the funds are forthcoming with which to defray the costs, the job will be undertaken in earnest.

The attackers, in this instance, had rather more than the usual vague evidence upon which to base their charge that the pupils are not learning the fundamental subjects. The basis was a report of the number of failures by pupils graduating from the elementary schools of the city, in the state tests of 1929. The report showed that of the 8,000 children taking these tests, only 30 per cent. passed in arithmetic, 24 per cent. in English, and 21 per cent. in geography. The temper of some city boards of education would have been to deny the validity of the tests; but President Ryan's board invites the same testers to enter his schools and do further testing. But these later tests are to discover the reasons for the deficiencies—always the more important motive for testing.

High School Janitors

HIGH school janitors to be appointed from now on in Cincinnati must be high school graduates. Whatever surprise the public may have felt at the announcement was quite unnecessary.

Taking care of a modern school building in a big city is a highly responsible job. Too often the type of person employed for this work has been of rather low grade. Ability to sweep floors, to clean windows and to fire boilers has often been the main requirement. Sometimes, in places where political influence has dictated the hiring of janitors there has been incompetence even in the practical tasks just named.

A school property whose worth is reckoned in six or seven figures cannot wisely be entrusted to the care of a janitor who is only a ne'er-do-well, for whom some friend has sought and obtained a berth on the city payroll as janitor of a school.

Ability to graduate from a high school is not an unreasonable demand from a person seeking such a position. Only one who has pursued high school studies can be in full sympathy with the aims of the school and prepared to co-operate fully with the principal and faculty in the educational enterprise. The janitor is in frequent contact with the pupils, and may well be equipped with some of the same sort of training which they receive, if the effect of this association is going to be beneficial to the young people.

Not all boards of education will wish to apply the same standard to the selection of janitors that the Cincinnati authorities have adopted. It is easy to have rules that are so rigid as to exclude well-qualified persons. It is nevertheless a fact that caretakers of schools need to be more thoughtfully selected than has been the case in many communities in the past.

Dean of Physical Education

SLOWLY but surely the universities are beginning to sense their responsibilities in connection with the physical training and well-being of their students. To say that athletics has been taken under the wing of the faculty in such institutions as the University of Pennsylvania, Columbia, and—by recent decision—Boston University, is to tell only the part of the news that is handed out through the sporting pages of the press.

Appointment of a dean or director of student health and physical education, with wide authority in these fields, and the raising of athletic coaching to the dignity of faculty membership, as in the case of the three universities here named, should mean much for the students. What it may mean for athletic records in these urban institutions with their particular difficulties along this line, is not so clear—nor so vital.

Dr. Frederick Rand Rogers, who will take up his duties as dean of physical education at Boston University in the fall, has developed an advanced philosophy of health education which he has been applying in the schools of New York State.

Dr. Rogers, by the way, contributes a very thoughtful paper on physical education to the issue of this magazine for June 8.

Auson W. Belding

Associate Editor

GUEST SECTION

The Journal of Education Is Happy to Present the Following Group of Articles by President Bruce R. Payne and Other Faculty Members of the

GEORGE PEABODY COLLEGE FOR TEACHERS,
NASHVILLE, TENNESSEE

Organization of the Graduate School

By BRUCE R. PAYNE
President

FOUR years ago George Peabody College for Teachers awoke to the fact that Supervision of Instruction is a subject taught in the departments of education in universities and colleges throughout the country but that those same institutions do not supervise their own instruction.

Now the subject of supervision has undoubtedly found its place in all public educational schemes. It is not a matter of theory but is really part of the technique responsible for the success of public education in America.

Peabody, therefore, determined to take its own medicine. Consequently Dr. Shelton Phelps, of the Department of School Administration, was appointed director of instruction four years ago.

His services to the faculty and the students in that time have been of such a nature that it was determined recently to go farther. In accordance with that determination Dr. Phelps was made dean of the graduate school with special duties relating to administration of instruction; Dr. S. C. Garrison, of the Department of Educational Psychology, was made director of instruction of the Graduate School and Senior College with special duties in regard to the improvement of instruction in the classroom where graduate students and seniors are taught; Dr. Joseph Roemer, of the University of Florida, was made director of instruction in the Junior College and Demonstration School to establish as laboratories those departments of learning and also to promote their interests more effectively.

It is the feeling that better instruction must be given by college teachers everywhere; and as many of the graduate students in Peabody, after leaving the college, teach in higher institutions of learning, we have felt that we wish to know that these students can teach before they leave our halls.

President Eliot of Harvard University called attention to this some years ago in one of his books on education in which he said that it was unfortunate that college teachers had not attempted to improve their methods of instruction, and had not taken that phase of their work seriously.

We have said too long in America that one can teach whatever he knows. What we mean to say, I presume, is that one cannot teach a subject which he does not know. It is foolish to say that a man can teach whatever he knows. None but the simple-minded in educational affairs would ever make such an assertion.

In America we have had so much to do with building, with administration, with the improvement of laboratories and libraries that somehow in the last quarter of a century we have forgotten that teaching is the chief business of an institution of learning.

This is because we have overtaxed our strength. No one doubts the value of the achievement in laboratory research; but that has so exhausted us that we have forgotten that the distribution of knowledge, after it has been discovered, is the vital thing in a democracy where much of the responsibility of government is thrown back on the shoulders of the followers rather than upon the leaders.

It is rather hard to keep a sane balance between research and teaching. Yet what good is research if we do not distribute it among the people?

It is with these principles in mind that Peabody is endeavoring to improve both its research and its teaching technique year by year, in its Graduate School. For Peabody has the largest graduate school in the South and one of the largest in the nation.

Origin and Growth

By THURMAN SENSING

Business Manager

IN 1867, when George Peabody created the Peabody Education Fund for the purpose of restoring hope to the war-stricken South through the medium of education, he called together as trustees of this fund sixteen outstanding citizens of the United States, including President Ulysses S. Grant, Admiral David G. Farragut, Hon. William C. Rives, and Governor William Aiken. This was the first step in a movement destined to result finally in the establishment of one of the great privately endowed teachers colleges in the country. During the succeeding years of the fund many other distinguished men have served as trustees, including five Presidents of the United States, two chief justices of the Supreme Court, seven members of the Cabinet, three ambassadors, six United States senators, five governors, four bishops, and the heads of two international financial houses.

As part of its task this fund created the Peabody Normal School at Nashville, Tennessee, in 1875. It was located at a point in South Nashville, some two miles away from the present Peabody campus. When it was decided by the members of the Peabody Education Fund to consolidate all the assets and activities of this fund in one great teachers college, Peabody Normal campus was exchanged for the present location, a location that had been the site of Roger Williams University, a college for negroes. Dr. Bruce R. Payne, at the time director of the summer school at the University of Virginia, was elected president of the college, and entered actively into his duties in January, 1912. The college opened at its present location with the summer school of 1914. Since that time the endowment of the college has been increased from an original $1,500,000 to approximately $4,000,000, and the total assets of the college now amount to something over $8,000,000.

Now in its fifty-sixth year of existence George Peabody College for Teachers has trained more than thirty-five thousand administrators and teachers for the region which it serves. An annual student body of approximately four thousand individual students represents about forty states in the Union and eight foreign countries.

Natural environment and extensive planting of flowers, trees, and shrubbery have made the fifty acres on which George Peabody College for Teachers is located, one of the most beautiful college campuses in the country. Capped on the south by the social religious building, ten other buildings of brick and limestone stretch away to the north in the shape of a long quadrangle with the Demonstration School facing the Social Religious building from the northern end of the quadrangle. The Social Religious building is the centre of student activities. This building, a personal gift of John D. Rockefeller, Sr., and bearing the inscription "Dedicated to the Glory of God and the Service of Man," is flanked on each end by the East and West Dormitories. Along the west side of the quadrangle are found the Graduate Dormitory, the Fine Arts Building, the Administration Building, and the Library. On the east side of the quadrangle are located the Psychology Building, the Industrial Arts Building, and the Home Economics Building.

All eleven buildings have been completed since 1912, when Dr. Payne became president. The buildings completed are material evidence of the wisdom of a preconceived building plan. They combine classic beauty and educational utility to a rare degree.

Direction of College Instruction

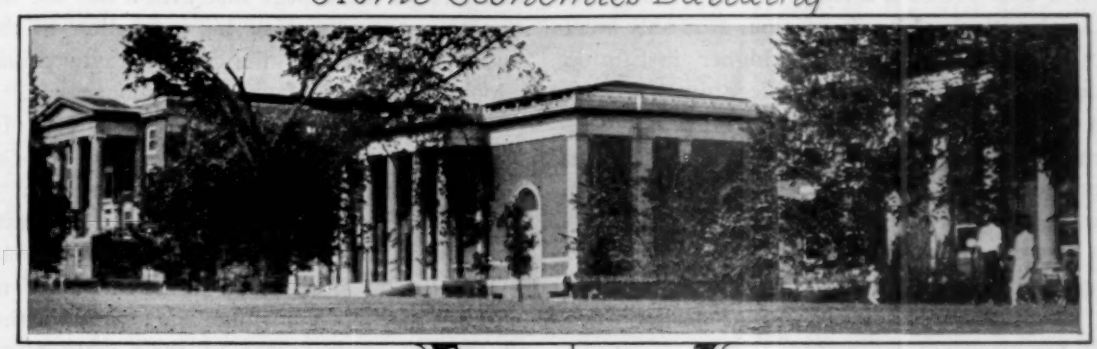
By S. C. GARRISON

Director of Instruction in the Senior College and Graduate School

THE statement is frequently made that, as a rule, teaching becomes progressively poorer in quality from the kindergarten through graduate school. Undoubtedly there is much justification for the statement; however, there is ample evidence that the colleges are recognizing the fact that teaching is a profession. President Sproul of the University of California has recently said that the chief function of the Graduate School is to train college teachers. President Hutchins has stated that the Graduate School of Chicago University should regard as its chief function the training of college teachers. Investigations show that there is widespread interest in improving college teaching.

The phrase, *direction of instruction,* when applied to college teaching has psychological significance. In the elementary and high school we say *supervision of instruction.* Why do we use *direction of instruction* instead of *supervision of instruction* in referring to similar or nearly similar function? Several answers to this question suggest themselves. In the first place, many college

Home Economics Building



Graduate Dormitory
Fine Arts Bldg.

Demonstration School

Administration Building

Social-Religious Building

West Side of Quadrangle

GLIMPSES OF PEABODY COLLEGE
NASHVILLE, TENNESSEE

teachers are unwilling to admit that their teaching can be improved. They frequently feel that they are masters of their subjects, and to the minds of many instructors a knowledge of the subject is about all there is to teaching. Administrators have recognized this feeling on the part of instructors and consequently used a little more indefinite term in referring to the supervisory function in college.

In the second place the supervisory function in college teaching is broader than in elementary teaching. In the lower grades one teacher, or at most a very few, is concerned with the educational development of the child at any given time, while in college, especially under the quarter system of credits, a student may be instructed by a dozen or more teachers during the school year. This makes it imperative that someone attempt to unify the whole educational outlook of an institution. Not only must the educational outlook of the higher institution be unified but the work of the college must become a part of the total educational program. Too frequently the college student's work is planned without reference to his previous preparation. Only in recent years have we recognized that there are no discrete educational levels. Development is continuous, and the well educated person is that one whose later experiences grow out of earlier ones, and all are properly integrated.

Improving the educational situation in colleges must be a co-operative affair. Ready-made procedures and arbitrary notions kill initiative when imposed on others. The most precious asset a college has is the initiative of the individual members of the faculty and the morale of the group as a whole. The desire for experimentation in teaching and the willingness to try new procedures in teaching are worthy of encouragement. Certain limitations of his duties and ability must be recognized by the person responsible for the direction of college instruction. Most teachers are actively interested in their teaching, and are making constant effort to improve their work even though they have already achieved a high level of efficiency. Such teachers will seek all the help they can find. Their efforts must be co-ordinated with the efforts of others and made to function in the general purpose and plan of the institution, but a wise policy demands that such teachers be allowed to work out the details of their own activities.

Those responsible for the direction of instruction are charged with the additional duty of integrating the activities of the several teachers. Many departmental and interdepartmental affairs need co-ordination. The duty here is to direct instruction so that the experiences of the pupils may be integrated into a desirable educational whole. The director of college instruction cannot be a specialist in all fields of knowledge, and this is a severe limitation. However, this does not keep him from knowing the place of each subject in the general educational purpose of his institution. The director of college instruction has the duty of managing the affairs of his institution so that the students will derive the greatest educational development possible from their college life.

The director of instruction cannot look for the same thing in all teachers. He must see the factors which make for the total development of the student. He must see the entire educational situation in which the student lives and attempt to modify this situation in terms of pupils' needs.

Many teachers contribute very little to the total educational environment of their institutions. In many cases this condition need not exist. Many teachers who contribute little or who even exert a detrimental influence may be so directed that they make a large positive contribution to the life of their institution. It is simply a question of helping each teacher make the most of his equipment.

The improvement of instruction does not mean that all teachers shall use the same method. The achievement of this result would be impossible of attainment even were it desirable. It does mean, however, the co-ordination of efforts so that students should come in contact with some persons of broad outlook, others of great technical skill, others of great personalities, others who are great teachers, others who are active and well qualified research workers.

The Library School

By LUCILE F. FARGO
Associate Director, Library School

A YEAR ago the Policy Committee of the Southeastern Library Association arranged for a survey of library training opportunities[1] in the South, and was furnished the funds for it by the Carnegie Corporation. Almost simultaneously, the Association of Colleges and Secondary Schools of the Southern States arranged for a survey of secondary school libraries[2] in its territory and in connection with its very progressive standards. As a result of the first survey, Peabody College

1. Bogle, S. C. N. A Survey of the Library School Situation in the Southern States. In Southeastern Library Association. Papers presented, 1930, p. 9-19.

2. Campbell, D. S. Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States, December, 1930, p. 14-15.

was designated as a logical centre for the preparation of school librarians, and was given a three-year subvention by the General Education Board for experimentation in that field. Peabody was able to take advantage of the second survey in determining the level at which its library training should be set. In view of the findings it was evident that while the call of the small high school for a part-time librarian was being more than met by a variety of agencies, there was plenty of room for a library school equipped and staffed to prepare the full-time librarian.

Other needs, not particularly touched upon by the investigators, were the preparation of library personnel for the rapidly developing junior college, and for the small college, an institution with which the South is today probably more generously besprinkled than any other section of the country.

Not explicit in the surveys, but "back and beyond," was a vision of what the recent acceleration of all types of library development in the South was going to mean. Undoubtedly, it would mean professional leadership in all fields; in the school field, the preparation of librarians big enough to see the thing whole—supervisors, city and state; field workers; librarians of teachers colleges; teachers of school librarians. All these must be more than technicians sufficiently skilled in the arts of the cataloguer and the book-keeper to organize and administer a small collection of books. They must be persons of liberal educational background, versed in the fundamental techniques common to librarianship everywhere, and thus equipped to occupy a significant place in the whole scheme of library development; and they must be individuals of vision, students and research workers with initiative and qualities of leadership. A large order—a very large order indeed!

And so the new curriculum in library science at Peabody. It is not possible here to present it in full. Suffice it to say, it covers two years. The first year is placed at the senior college level, with the strong possibility that it may next year be advanced to the graduate level, though the work will in any case be so largely vocational as to mark it as undergraduate. Pre-requisites for entrance are similar to those of other schools of like rank: the presentation of an academic record strong on the liberal arts side, including foreign languages, and also including enough credits in education to make the student reasonably intelligent in the field of educational psychology and educational practice. The latter credits are not overemphasized, however, for the mere presence of the library school on a campus dedicated to the study of education offers an opportunity for observation of and practice in educational situations of all sorts—the training-school library, the college library, the everyday projects and experiments of a teacher-training institution. Library School students are encouraged to present actual teaching experience, and as a matter of fact, most of them have it. But in the long run the Peabody Library School is not so much concerned with teaching educational techniques as with laying a broad foundation of library practice—but with constant emphasis on adaptation to educational situations. The school is not aiming at the preparation of public librarians; but its graduates should be able to work intelligently and co-operatively with public libraries, or to fill public library positions emphasizing educational work; to wit, positions in school departments, positions as county library workers with schools, positions in state library agencies attached to or co-operating with school agencies of the same type. It goes without saying that they must also be able to deal with educational situations in the school itself.

The basic courses in the first year are those common to recognized library science curricula everywhere; a careful grounding in reference tools and reference work; library records; cataloguing and classification; book selection from the point of view of the reader, and eventually from the point of view of varying school levels; administration from the point of view of the educational situation, high school, junior college, or teachers college; a short course in methods of inducting pupils into the laboratory use of the library; a survey of the public library from the point of view of its aims and practices, particularly on the educational side; librarianship looked at in its larger professional setting. The student emerges from this first year with a strong foundation in library science, not too narrow, on which he can build by experience or graduate study. He is also the possessor of a certificate representing forty-five quarter-hour credits, the pass-key to appointment to full-time library positions in the secondary schools of the South, and also to positions in junior colleges, teachers colleges, and others.

The second year of the curriculum represents specialization and research in the field of educational librarianship. Its full development will necessarily wait upon library development in schools and upon the pursuance of the first-year curriculum. Until the South has turned out a considerable group of well-prepared, capable school librarians, competent to fill positions on the higher levels, library schools cannot expect a heavy enrollment in advanced courses. But there are undoubtedly a few such students even now. Some have perhaps secured their basic training outside of the South. The privately endowed educational foundations at work in the South are quietly searching for leaders with the background of such advanced work; teachers colleges will some time demand them; and so, too, will other library schools. Peabody enters the field of graduate work in library science slowly; it offers at present a limited

number of courses. But it offers those courses in the presence of and in co-operation with well-established educational research activities; and it is starting with a faculty who are experts in the dual fields of education and librarianship. Its first year curriculum has already been provisionally accredited by the American Library Association Board of Education for Librarianship. Its second year can at least hope to be when it has demonstrated its usefulness. In the meantime a small but selected and enthusiastic group of young men and women will go forth each year to help lay the foundations for intelligent and substantial library development in the South.

A Project in Improving College Teaching

By SHELTON PHELPS

Dean of the Graduate School

THE plan for the improvement of college teaching described in this discussion, and the plan around which Peabody College centred its efforts in that direction during the winter quarter 1931, consisted of a class in college teaching. This class was made up of a dozen students all of whom had master's degrees and several of whom had work beyond that degree. Some of the class had teaching-fellowships and were teaching one or more classes in the junior college. Others were prospective college teachers interested in adding this phase of training to their equipment for future teaching in colleges. One member of the class was an assistant-professor in the college who had been teaching as a regular member of the faculty for several years. Most of her course work toward fulfilling the requirements for the Ph.D. degree had been completed. She elected the course in college teaching because of especial interest in this subject. The course carried four quarter hours of credit and met for conference four times each week in addition to all other work which was required of its members. Only graduate students were permitted to take the course. The only exception which could have been made to this, and it was not made, would have been in the case of an active college teacher who wanted the course and who could not qualify in terms of degrees. Such a teacher in all probability would have been admitted.

The first month of the quarter was spent in studying the literature on teaching, especially college teaching. Existing bibliographies were pointed out and each student was charged with the responsibility of discovering new sources. Extensive readings were expected of all. The recitation periods were used to collect, as nearly as possible, the principles, the assumptions, and the beliefs regarding teaching, as they were found in those readings. Evaluation and classification were made in terms of the source, always cited in connection with conclusion to be classified, the method of determination, and the extent to which the same conclusion had been checked. After these had been critically evaluated it was believed that the student was equipped with a body of materials with which to study college teaching. That most of these materials fell in the category labelled beliefs, and that very few were really principles in the sense that Q. E. D. could have been written after them is of little moment perhaps in this particular discussion.

The second month of the course was given to the visitation of college classes. The first stage of that visitation was made an effort to develop a technique of visitation. Breuckner's scale of measuring teaching skills was selected as an illustrative plan of what might be done in visitation. The types of teaching which Breuckner adapted from Courtis were carefully considered. The type of write-up of the visit used by Breuckner was studied and compared to the form which has been used in the visitation of college classes at Peabody during the last three years. This form was built around three questions which each write-up attempted to answer concerning each recitation visited. These questions were: What is the instructor trying to do, how is he trying to do this, and to what extent is he successful? The write-up tried to answer these questions in terms of facts which had been observed rather than in terms of impressions. These facts were related in a connected manner and were not presented as a tabulation. Usually there was an introductory paragraph which described the general situation, with the questions, treated in the manner indicated above, forming the body of the report, and a final paragraph presenting a critical evaluation of the recitation as the observer evaluated it.

Questions arising as to the validity of such a description as a measure of a recitation in terms of the three questions asked, it was decided to try to measure in some way this same validity. To that end it was agreed to get a number of stenographic reports of the college recitations visited. These reports to be placed in the hands of competent judges who were to answer from the reports the same three questions stated above. Write-ups of these recitations secured independently of the stenographic reports were to be compared to the answers to these three questions secured from the stenographic reports. The correspond-

ence between the write-ups as described and the answers secured from the stenographic reports would then be measured in quantity. It was agreed that a high coefficient of association could be interpreted as indicating a correspondingly high degree of validity in the write-ups as measures of a recitation in terms of the three questions stated.

In considering the four categories offered by Courtis: "Compulsory, teacher-preparation, motivation and purposing," it was believed that college recitations do not fall naturally and easily into these four. After a number of write-ups of class visits made had been studied the following types seemed rather clearly seen: lecture, laboratory, report, conference, and individual instruction. These several types were studied and critically evaluated in terms of the beliefs collected during the first part of the quarter's work. It was believed that their evaluation might be even more directly helpful in the improvement of college teaching than was the last step of the research project, an attempted scale with known points of value measured in quantity for the rating of skill in college teaching. Nevertheless samples of these write-ups were submitted to competent judges and a start was made toward the creation of such a scale.

The last month of the course was given to directed teaching. Members of the group were assigned to junior college classes to teach under observation and direction. Where especially good work was done in this teaching, teaching fellowships, where continued teaching under less intensive observation but still under supervision, will be carried on, will be offered to the students making such records of achievements. Record of this work was made available for the appointment office so that prospective employers may become acquainted with this phase of a candidate's qualifications. Due to a reorganization of Peabody College, which groups senior college-graduate school students, somewhat similar to the Hopkins organization, it has seemed practicable to continue this course and to give preference to those taking it, in the awarding of all teaching-fellowships to be given. Great as has been the demand for help for graduate students, rather rigorous standards of selection have been employed, thus guaranteeing a very high class product for filling these teaching fellowship positions.

Workshop Classes in New Bedford

By ELLEN C. SWEENEY

Supervisor of Elementary Schools, New Bedford, Massachusetts

Special provision for elementary pupils of retarded development has resulted in greater self-confidence, self-direction and self-discipline.

THE school law passed by Massachusetts some years ago requires school attendance until sixteen years of age. A pupil, completing the work of the sixth grade and having reached the age of fourteen years, may be employed as a wage earner, but is obliged to attend continuation school four hours a week until he becomes sixteen years old.

This law affected a large number of boys and girls who were able to meet the fourth grade requirements under the old law with varying degrees of success by the time they were fourteen years of age, but who found it impossible to reach the standards of accomplishment required in completing the work of the sixth grade before they reached the age of sixteen. This resulted in much retardation and left a large number of over-age pupils hopelessly misplaced in the higher elementary grades, which not only increased the problems of the teachers in these grades but deprived the boys and girls of opportunities for successful achievement within the limits of their abilities.

Many of these adolescent pupils had a mentality too high for administrators to consider grouping them with the mentally retarded pupils of the special classes, yet their school progress was so slow that they were unable to keep the pace of the normal group.

As a beginning in solving this problem a study of these pupils was made. This study grew out of a desire to provide an environment where these retarded children could think, feel, and work most effectively, and be enabled to make the most of their abilities and capacities as well as to relieve the grades of these over-age pupils. This resulted in the opening of four workshop classes in September, 1927, in sections of the city where investigation revealed there was the greatest need. To Miss Josephine B. Stuart, who was then assistant superintendent of schools, is due the credit for the plan of organization in these classes, as well as for the inspiration and guidance which helped to place them on a firm foundation.

In establishing these classes and in selecting the pupils for them certain definite aims or objectives were kept in mind. The first and most important was the arrangement of a modified curriculum more suited to the needs and abilities of these boys and girls than the work in the regular grades. Under these new conditions and in this environment it was hoped that some of these pupils would complete the work of the sixth grade in less time than in the regular class. In cases where the time was not lessened it was hoped that the formation of better habits of work, the feeling of suc-

cessful accomplishment gained, and the change in attitude would result in the pupil becoming better fitted to do his life work and become of greater worth to the community. This means that boys and girls were selected for the class because of their maladjustment in the grades, due in some cases to the demands of a school program unsuited to their needs and abilities, and that the grade teachers were relieved to some extent of problems arising because of the large number of retarded pupils in their classes.

Each workshop class includes two sections, A and B, with an enrollment of thirty children in each section. Section A includes pupils of slow but normal mentality whose retardation had become so great that they could not hope, while in the grades, to meet the sixth grade requirements necessary for employment before becoming sixteen years of age. Section B includes pupils who have been tested at the State Mental Clinic and who show definite mental retardation.

Each workshop class has three teachers; the academic teacher who has charge of the school subjects, the teacher in charge of the boys' workshop, and the teacher in charge of the girls' workshop. Each morning the sixty children meet for a general assembly. At the close of the assembly the B section goes to the shops—the girls to take up work in sewing, cooking, and rug-making; the boys to work on woodworking projects and refinishing furniture. The boys are also working to gain a knowledge of how a gasoline engine runs. The A section remains with the academic teacher. In the latter half of the morning the A section takes up the shop work and the B section returns to the academic room. The same plan is carried out in the afternoon. In addition to the new work planned and completed in both shops the boys and girls are encouraged to bring from home repair work which needs to be done. The girls have done exceptionally good work in making over clothing, not only for themselves, but for younger members in the family. Sometimes a boy's interest has been awakened when he realized he was able to successfully repair a sled belonging to a small brother, a piece of furniture for the home, or his own bicycle.

The consent of the parent is required before the child becomes a member of the class. A copy of the card giving the history of his progress through school, his health card, a correlation chart showing his grade standing in each subject, and his mental age obtained from an intelligence test are sent to the teacher. Thus the teacher knows approximately at the outset what may be expected of each pupil in the way of achievement.

From the instant the pupil enters the class the adjustment begins to take place. The teachers and principal study the pupil in countless ways of which he is not conscious, in an endeavor to find the best starting point at which he may begin to acquire a feeling of successful accomplishment. In many cases it is found that it is not so much an actual handicap that causes failure as an emotional attitude. When given work to do at which he can succeed he gains self-confidence, self-respect, and becomes happily adjusted to the work of the class and of the school.

The work of the class is organized on the unit plan and provides a maximum opportunity for individual progress. As the pupil masters one piece of work he proceeds to the next, all the time assuming more and more responsibility for his own progress. This gain in self-confidence, self-direction, and self-discipline results in greater power of achievement which is shown by the fact that during the three years these classes have been in operation 45 per cent. of the children entering section A have completed the work of grade 6-A. This means that they reach the same standards required for the lower group in the regular sixth grade classes.

The progress of these pupils has been followed with much interest as they have entered the junior high or continuation schools. Reports obtained from teachers and principals in these schools show that the workshop boys and girls, in most cases, because of right attitudes and fine habits of work are able to adjust themselves in the new school and meet its requirements to a commendable degree.

Not long ago a teacher in the workshop class was asked where she first began to see evidence of gain in the children in her class. She answered: "In their ability to get along with each other." Another definite gain soon noticed is the growing interest in their own school progress, and the awakening realization that this progress depends to a great extent upon their own habits of persistent effort.

Each new pupil entering the class is a problem to be studied and solved. We have watched with a great degree of interest the growth and development of many boys and girls who enter the workshop class handicapped by habits of failure, discouragement, and lack of faith in themselves. When these pupils are given an opportunity to successfully accomplish definite school tasks, work together on common projects, and share responsibility under the wise guidance of teachers who have abundant faith in child nature and a keen appreciation of the value of mental hygiene, they gradually develop a feeling of self-confidence, self-reliance, a greater degree of social adjustment, and a growing feeling of responsibility for their own welfare. Every child who has taken part in the experiences of the workshop class becomes better equipped to face the problems he will meet as he takes his place in the work of the community.

The Professionalism of Teaching

By A. J. HUGGETT

Superintendent, Lake Orion, Michigan

That teaching as a profession is on the up-grade and will soon rank equally with medicine and the law, is the prediction of the writer. He cites the rise of medicine from a side line of barbering.

TEACHING is passing rapidly over the pathway which was trodden some time ago by the older professions, such as law and medicine, and is fast achieving equal standing with these highly honored vocations. The day, in fact, is not far distant when just as much natural ability and just as much preparation will be required for one to be a schoolmaster as to be a doctor or lawyer.

We of the present generation do not often stop to remember the humble beginnings of our older professions. Let us take medicine as an example. We are told that the first doctors were barbers, and that the barber shop was the first hospital. In those days medical practice consisted in large part in removing as much blood from a person as he could afford to lose. The barbers were the ones who performed the blood-letting operation.

These gentry soon felt the need of a sign with which to advertise themselves, so it is said. Consequently it became the practice to suspend strips of red and white cloth outside the door of the shop. The red, we are told, represented the blood, while the white was a symbol of the bandage that was afterwards used. Soon, to prevent these strips of cloth from fluttering too wildly in the wind, the barbers began to wind them about sticks fixed in front of their shops. Finally, came the step of omitting the cloth altogether, substituting red and white paint therefor. Such is recorded to have been the origin of the red and white striped pole which now graces the front of every barber shop in the land.

From these humble beginnings the profession of medicine has risen to the heights of skill and honor that it now occupies. No vocation is more respected or more necessary for human welfare and happiness.

Education as a profession started in just as humble a way, only in more recent times. At first almost anyone could teach a school. All that was required was that the prospective teacher must display some signs of having a fair grounding in the common essentials of arithmetic, reading, and writing. Of course parents would not be likely to pay fees to a schoolmaster who would not be able to instruct their children efficiently.

With the coming of the tax-supported public school it became apparent that some sort of regulations would be necessary to prevent the paying of public funds to persons who were not adequately qualified. As a result, the certification laws came into being.

The first sort of law required prospective teachers to secure a license from an examining board composed of ordinary citizens of the community. This board was usually not especially qualified to give teachers' examinations and not overly conscientious in the execution of its duties. As evidence we would like to cite the following incident which has been handed down in our family and which is undoubtedly essentially factual.

A young man wished to secure a certificate to teach and accordingly made arrangements with the board to take an examination. Upon the evening appointed he arrived at the home of one of the members, armed with materials with which to write the test. He found the men seated around the living room conversing about topics of common interest in the community. The young man was made welcome and was included in the conversation.

After a half-hour or so he began to become impatient over the delay, and informed the men that he was ready to begin writing. To his dismay no attention was paid to his announcement, and the gossip continued. After another half-hour he again announced that he was ready to begin, but once again the subject was turned away from examinations and the conversation continued. Finally, about ten o'clock, the young man became desperate, and rising to his feet, addressed the group as follows: "Now, gentlemen, I have enjoyed this 'visit' very much, but I came here to take an examination so that I could secure a teacher's certificate. If I am going to write this tonight, I simply have to get started."

With that the chairman of the board arose, and walked over to the young man. Addressing him benignly, he said:—

"John, stand up!" John, of course, arose to his feet.

"Open your mouth." With that John opened wide his mouth, displaying the pearly teeth that we read about in tooth paste advertisements. The examiner ran his finger over the young man's teeth, apparently examining them carefully. Then, turn-

ing around, he instructed one of his fellows thus:—

"Matthew, write John out a teacher's certificate. I find him sound in every way."

From these humble beginnings teaching has arisen. All of us know what present requirements are and how they are constantly being raised. Is it too much to expect that within a few years the equivalent of an A. B. degree will be required before a certificate will be issued? Or that possibly the M. A. degree will be required for high school? When this stage is reached, it would seem that education would have to be recognized as a full-fledged profession. The coming of these requirements can undoubtedly be hastened, now that an ample supply of teachers is available.

All of us hope, of course, that salaries will advance to an equitable position also. Doubtless they should be higher than they are now. We are likely to look with envy upon the fees which lawyers and doctors receive.

It is surely true that some medical men and some barristers receive far more than any one in the teaching profession. What we are likely to overlook, however, is the fact that there are some doctors and some lawyers who receive less than most teachers. In most communities there are members of these professions who are barely eking out a living. A survey in Chicago some years ago showed that only half of the graduates of law schools were making their living entirely through practicing their profession. Many of them were working at least half time in selling real estate, insurance, etc. Surely they were not receiving a large compensation! A survey of doctors' salaries in the United States, made some years ago, showed, as we remember it, that the average salary of all doctors was about $1,800 per year. This is more than teachers make on the average, it is true, but still not very large pay.

There is, of course, another side to the situation. The tendency now, in medicine especially, is towards free clinics and dispensaries. May we not expect that the time will come when doctors and dentists, perhaps also lawyers, will be paid by the state just as teachers are? If and when that time comes, it is likely that salaries of all public officials will be pretty much standardized upon the basis of preparation and ability.

We would conclude, therefore, that teaching will soon be on equal footing with the older professions, not only in terms of preparation but also in terms of salaries. The future alone will show whether or not this prophecy will come true. All signs seem to point in that direction.

Education or Sophistication

By HAYDN SANBORN PEARSON

Weston, Mass.

"A class of seventh grade girls, particularly, set me thinking. They had a cultivated pose of polite boredom with life. Their attitude to their teacher was one of well-bred toleration."

THE attempt to define education is irresistible. All connected with the profession have a try at it. The hundreds of definitions one can read are all splendid, but I would raise the question as to whether we do not feel we have done our duty when we either compose a definition of our own, or read the offspring of other minds.

It has been truly and frequently said that this is an age of youth. But this does not lessen the responsibility of those who have the direction of educational policies in their power.

Visiting schools, I have recently been struck by the extreme sophistication of students of both sexes. A class of seventh grade girls particularly set me thinking. They had a cultivated pose of polite boredom with life. Their attitude to their teacher was one of well-bred toleration. The school, I happen to know, sets great store by good manners. "Poise" is a word frequently used by all the faculty. Talking with the teacher after the class period, she couldn't resist asking me if I had noticed the attitude of the class. Obviously, she was proud. My remarks left her a bit bewildered, thoroughly angry, and completely convinced that I was a raving radical.

The definition of education is a task for greater or braver souls than mine. However, here are a few points that I consider essential in any educational process.

First, the process of education implies an attitude of curiosity or eagerness. Oh, I know what some of you will say. But one of the measuring sticks to be applied to a teacher is this ability to arouse interest and curiosity. It's just as neces-

sary as the ability to enforce discipline, or knowledge of your subject. Indeed, it seems more essential to me.

Ninety-five per cent. of the educational process today is automatic—on one side—the teacher's.

Most of the sophistication among our pupils today is due to poor teaching. The regurgitative method will never arouse initiative or curiosity.

Secondly, true education implies honest-to-goodness work on the part of the pupil. We have been making things too easy. Our philosophy has taken a wrong slant to the effect that school work should be easy and pleasant. True, school work can be made pleasant, but education is defeating itself if it is made easy.

Sometimes one hears a teacher boasting that he or she has the faculty to so conduct his classes that the subject is made very easy and simple. The chances are that the teacher is doing all the work of chewing, digesting and assimilating. No wonder the work is "easy and simple."

A third point, after curiosity and hard work, is the inculcation of the principles of good citizenship. All of our vast machinery is futile unless our educational process turns out a grist that is sound.

If we stress sophistication, instead of true education, our boys and girls will not be eager to assume responsibilities at maturity. To the contrary, they will avoid them.

We must face the fact that the home leaves this to the school. Whether rightly or not, is not the point in question. The fact is there for us to face.

We know in general what the qualities of a good citizen are. We would include such attitudes as honesty, willingness, politeness, the ability to "get along" with one's fellows. These are the things the educational system is responsible for instilling in the hearts and souls of its pupils.

Education must teach the youth of the nation how to think straight and to the root of things. Shallow thinking and sophistication are mates.

For centuries poor teachers have been asking the fact question, "What?" We need teachers who aren't afraid to ask "how" and "why."

Teachers who are afraid of this "thinking method" talk learnedly of the psychological and logical age of children. Let's stop the foolish talk about how old a child must be to reason. Let's ask instead if we can't teach logically in the kindergarten and nursery school. Lay a basis of thinking at the earliest age we have children in school.

We can have true education, not sophistication, if we cultivate an attitude of curiosity, demand real work, teach the principles of good citizenship, and lead our youth in the paths of straight thinking.

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The BOOK TABLE

EVERYDAY SPELLING. First Book, cloth, 142 pages; Second Book, cloth, 152 pages. By Henry Suzzallo, Henry Carr Pearson and Milo B. Hillegas. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

These three eminent educators and authors have created something entirely new, not only in the teaching of spelling, but in the science of education and the art of teaching. Spelling is the most defiant of all subjcets with persons without traditional culture. It is almost as necessary for one to have an ear for spelling as for music, in order to be correct in spelling. There are monotones in spelling.

These three eminent authorities in education have produced something very different from any textbooks ever made before. Be sure to read the editorial on "Teaching Spelling" in this issue of the Journal of Education.

THE OUTDOOR PLAYHOUSE. The Nature Activity Readers. Book Two. By Paul Grey Edwards, Chicago public schools, and James Woodward Sherman. Illustrated by Florence Lilley Young. Boston: Little, Brown and Company.

Book Two, "The Nature Activity Readers," interests school boys and girls of grades five and six, who like to know the how and the why of things all about them. In grades two, three and four they are usually content to see strange things and to see things done in strange ways, but in grades five and six they want to know how snowflakes can have such lovely shapes, and why wild geese fly in the way they do, and "The Out-Door Playhouse" interests boys and girls in the how and why of things in nature.

VOICE AND SPEECH PROBLEMS. By Letitia Raubicheck, Estelle H. Davis and L. Adele Carll, all of New York City. Cloth. 467 pages. New York: Prentice-Hall, Inc.

This book is of immense personal value to teachers, principals and superintendents, all of whom should realize that ability to make a good appearance in an address is a vital factor in their responsibility as a representative of education.

Anyone can be taught to speak so as to be heard by any audience that one, who is in no sense a professional speaker, is liable to be called upon to address.

No one has any right, civic, professional or moral, to accept an invitation to address any audience if he cannot speak so that all in the audience can hear him.

"Voice and Speech Problems" is supremely valuable for the sane and heroic insistence upon decency in the ordinary courtesies in public speaking. Unfortunately those who need such heroism will never expose themselves to such frank advice.

The masterfulness of this remarkable book is the completeness of the material gathered and the skill with which it is arranged and classified.

COMMENCEMENT ACTIVITIES. By Harry C. McKown, University of Pittsburgh. Cloth. New York: The Macmillan Company.

This is an interesting combination of poking fun at old-fashioned silly graduation essays, criticising overdressed affairs, harmful glorification of the occasion, followed by 250 pages of sensible suggestions and helpful material for a worthwhile, instructive, inspirational graduation day.

LIVING IN A WORLD OF SCIENCE: HEAT AND HEALTH. By Morris Meister, College of the City of New York. Cloth. 237 pages. New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

The College of the City of New York is developing remarkable science and art in school-book making, and they are at their best when modernizing science in education and using it in promoting civilization as in the case of "Heat and Health," which is the best of science, best of pedagogy, best in illustrations combined in creating a wholly new textbook in the advancement of personal, domestic and community health.

Professor Meister gives classwork the thrill of the latest revelations of science with the flavor of the latest in the art of teaching.

SAFETY EDUCATION. By Idabelle Stevenson, executive secretary, National Safety Council. Cloth. 157 pages. New York: A. S. Barnes and Company, Inc.

This handy book is of inestimable value, because it is reliably official. It is attractive and impressive. It meets a universal need sensibly. It aims at results, immediate and permanent.

BONERS. BY THOSE WHO PULLED THEM. Being a Collection of Schoolboy Wisdom, or Knowledge as It Is Sometimes Written. Compiled from Classrooms and Examination Papers by Alexander Abingdon, and illustrated by Dr. Seuss. New York: The Viking Press.

This is a demonstration of how easy it is to be brilliant by mistake. See editorial in this issue of the Journal of Education.

Books Received

"Four Plays." by Ibsen.—"The Return of the Native." By Hardy.—"Workbook." Part I. By Brewer, Hurlbut and Caseman.—"The American Nation, Yesterday and Today." By Tryon, Lingley and Morehouse.—"Types of Poetry." By H. J. Hall.—"Exercises in Arithmetic." Grade 5. By Smith, Reeve and Morss.—"Exercises in Arithmetic." Grade 6. By Smith, Reeve and Morss.—"Essentials of Biology." By Meier.—"The New Path to Reading." My next Book One. By Cordts.—"Algebra for Today." Second course. By Betz. Boston: Ginn and Company.

"Our Journey of Growth." By Walters.—"Our Health Foundations." By Walters.—"Plane Geometry Workbook." By Herberg and Wilson.—"Applied Office Practice." By Morrill, Bessey and Walsh. — "Grammar Minimum Essentials." By Tressler. Boston: D. C. Heath and Company.

"Fun With Numbers." By Brown, Mirick, Guy and Eldredge. Evanston, Ill.: Row, Peterson and Company.

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"Voice and Speech Problems." By Raubicheck, Davis, Carll. New York City: Prentice-Hall, Inc.

"The Story of Our National Ballads." By O. A. Browne. New York City: Thomas Y. Crowell Company.

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EDUCATION IN ACTION

Adult Education Declared A Social Need

School System Called Upon to Bear Too Great a Burden, Says Dr. Butler to Adult Education Association

Adult education will provide the world with a better society, better public conduct and policy and better public officials than we now have, Dr. Nicholas Murray Butler, president of Columbia University, said in an address at the annual meeting of the American Association for Adult Education in New York City.

The problem of making the adult share the responsibility that rests upon his shoulders goes to the fundamentals of democratic society, Dr. Butler said, and knows no national limitations. This problem can only be met, he continued, by taking people out of the school of "formal instruction," and keeping their minds "open and stimulated."

"There is no short cut to political, economic or social prosperity, permanence and happiness," Dr. Butler said. "These have to be labored for with open minds by intelligent persons who have the courage to stand up and bear the responsibility which is theirs for this great trust that history has placed on their shoulders.

"We should be careful how we use the word 'education.' To me there are no such words as medical education, legal education, vocational education, and so forth. These are but instructions. The word education implies adaptation between a human being and his environment, and such education should continue through old age. If there were no such thing as infancy or plasticity, there would be no such thing as education.

"Education has become too confounded with school instruction. We are asking the school to bear too great a burden. We must not forget that the church also has a duty toward the plastic infant. The school has a large part to play, but it is only one instrument. We are asking the school to bear a burden that does not belong to it."

Saying that there were few persons who rise in "intellectual velocity" after forty, and who continue to grow intellectually after twenty-four, Dr. Butler said that the two aspects of adult education were to reach the individual when his accomplishment was rising, and to carry it "further, so that fifty years from now a greater number will be passing the age of forty at a rising scale," and to keep an "open mind."

Western Reserve Has Junior College

Innovations amounting to the establishment of a junior college within Adelbert College of Western Reserve University are included by Dean William D. Trautman in his annual report to President Vinson. Beginning in September, and effective for the class of 1935, the four-years' college course will be cut in half. At the end of the second year all students will receive a certificate of completion of the junior college work. A matriculation committee of the faculty will then act upon the fitness of each student to do advanced college work, and only those passed will be allowed to continue. Students transferring from other colleges must also pass this committee.

School Books To Praise Milk

A million textbooks in Boston schools will be covered with "indirect advertisements for milk," if Dr. Jeremiah E. Burke, superintendent of schools, gives his approval, as the result of an order passed by the Boston school committee. The move to accept the offer of a publishing concern to provide book covers free of charge for all Boston school textbooks was sponsored by William A. Reilly, of the school committee. The offer was made in November, 1930, Mr. Reilly said, and was made because the company felt the committee would want to get a clean, sanitary cover for books "carrying a message of health, and not advertising any trade name." The covers will show a milk bottle and have a printed suggestion to drink more milk, and the printed text will vary with the classes. The covers must be acceptable to Dr. Burke before they are distributed.

Edison Abandons Scholarship Contest

The Edison scholarship contest, by which Thomas A. Edison picked the country's "brightest" high school graduate to send through college at his expense, has been abandoned, according to announcement in West Orange, N. J., by John B. Miller, executive secretary to Mr. Edison. When Mr. Miller was asked what caused Mr. Edison to decide to hold no contest this year, he said: "It was never given out that Mr. Edison would continue the scholarship contests annually." He declined to make any further explanation, but from Fort Myers, Fla., where Mr. Edison has been staying, came reports that Mr. Edison had called off the scholarship contest this year on account of business conditions. Associates of Mr. Edison disclosed that each contest, including the cost of educating the winner, amounted approximately to $25,000.

Faulty Education Cause of Idleness

Modern educational methods rather than labor or industry itself are responsible for whatever technological unemployment has attended the introduction of labor-saving devices which characterize our machine age, Frank M. Debatin, of Washington University, St. Louis, asserted at the sixth annual conference of the American Association for Adult Education in New York City. "The present economic depression," Mr. Debatin said, "has furnished the motive for more careful investigation of our educational problems. Unemployment caused by the displacement of labor through the introduction of labor-saving machines calls for a retraining of the unemployed before they can again pursue gainful occupations. The hope for a new future lies in vocational schools which have been virtually neglected in the past. In every community boys and girls are being allowed to pass through high schools without ever discovering the meaning of the word work, or of experiencing the thrill of accomplishment. We blame our youth in round phrases for indifference, yet we are the ones who have failed to set them off right, and to bring them into personal experience with manual or mental labor. Too little is being done today to set up a program of maximum prevention against disillusionment and economic distress."

Art to Stay In Curriculum

Art has come into the university curriculum to stay, Everett V. Meeks, dean of the Yale School of the Fine Arts, told delegates at the annual convention of American Federation of Arts at the Brooklyn Museum. So rapid has been the development of college instruction in fine arts that it has now become difficult to find trained teachers to fill the

great number of positions becoming available, Dean Meeks explained. "American colleges and universities have been, and are still, too prone to ignore modern art," Dean Meeks declared. "The young men and women that we turn out at the end of their four years of college training are going to be in many cases the patrons, and in some cases the creators of the art of the future. A fundamental insight into principles, a knowledge of beauty in the past, and an understanding of methods may go far to counteract the vagaries that are the result of unbalanced education and judgment."

Three Thousand Seek Teaching Tests

Despite the mounting list of eligibles awaiting appointment to teaching positions in the primary grades, more than 3,000 young men and women have filed applications to take the June examination to qualify them as teachers in New York City's elementary schools, it was announced by the board of examiners of the Board of Education. Only about 1,500 appointments are made each year. Almost 4,000 persons, mostly young women, are on the existing eligible list for teaching in the lower grades of public schools in that city, it was pointed out. About 600 more applicants who passed an examination last January are expected to be licensed soon.

Junior Colleges Showing Gains

A steady increase in the enrollment, number of graduates, and percentages of graduates continuing from junior colleges into four-year colleges is shown by the annual report of Professor E. F. Engel, chairman of the University of Kansas committee on junior colleges in Kansas. The number of accredited junior colleges in the state continues as it has been for the past three years, with ten public junior colleges and six private institutions of this rank. The general average of salaries for 1930-31 was $2,065, a decrease of $16 from the general average of the previous year. Physical science teachers were the best paid, with a 1930-31 average of $2,222, an increase of $65 over that of the year before.

Teachers' Institute In Old Garrison

The old garrison in Mainz, Germany, first used by German Imperial troops, and later by the French during the occupation of the Rhineland, will be turned into an international museum and institute for the study and exchange of teaching methods. The new international teachers' institute will have as its chief aim the creation of opportunity for the educators of the various countries to meet quietly, and learn from each other the means being used to solve universal pedagogical problems. To aid this purpose exhibits from foreign countries will be assembled. The institute has been founded without an endowment, and it is expected it will be supported by appropriations from the states taking quarters. Austria, Holland, Hungary and Czechoslovakia have already reserved quarters. The rooms which will be occupied by each nation will be decorated in accord with national customs.

Jail Teachers to Win No-Test Demand

Fifty medical students in Valladolid, Spain, recently locked their professors in a classroom until the instructors agreed to permit them to pass their courses without examinations. The students had asked the faculty to omit the examinations on the ground that much time was lost during the present year because of strikes and disorders. The faculty had refused.

Georgia Leads 20 States In Reducing Illiteracy

Georgia, in teaching 118,102 persons of ten years or over how to read and write, has made greater progress in the campaign to reduce illiteracy than any one of twenty states for which census returns now are available, the National Advisory Committee on Illiteracy has reported. In 1920 there were 328,853 persons above ten years of age unable to read and write, which represented 15.3 per cent. of Georgia's population within that age group. The committee has reported that under the leadership of State Superintendent of Schools M. L. Duggan the number of illiterates has shrunk to 210,736 until now only 9.4 per cent. of the population above ten years cannot read and write.

Votes Investigation Of Board's Affairs

A resolution calling for the appointment of a committee to investigate the business affairs of the Philadelphia Board of Education was passed unanimously at a meeting of the board recently. It was presented by Representative George A. Walsh, who informed the board that it should be the object of the committee to "look into any irregularities that they may suspect." Mr. Walsh made it clear that the resolution was not aimed at any member of the board, its property committee, or Edward Merchant, secretary and business manager.

May Oust Married Teachers in Cleveland

The Cleveland Board of Education recently investigated the status of 350 married women who are teachers in the schools there, with the possibility of deciding to refuse them contracts for the next school year term. Request to replace the married women teachers with women who have to support themselves, or others, was made to the board by Alfred A. Benesch, a member. Benesch's request was made after he received protests from unmarried women who are on the substitute list.

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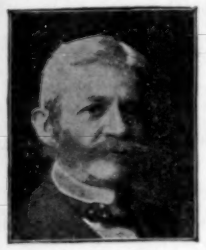

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Syracuse Joins International Union

New York State College of Forestry at Syracuse University has been notified of its election to membership in the International Union of Research organizations. The secretary general, Sven Petrini, of Sweden, forwarded the notification. There are five other forestry institutions in the United States belonging to the union: The Harvard Forest, the Yale School of Forestry, School of Forestry and Conservation at the University of Michigan, Forest Soil Laboratory at Cornell University, and California Forest School at the University of California. Germany has eight institutions as members, Great Britain six, and other foreign countries one to three each.

Would Remove Chaos In China's Schools

A vigorous attempt is being made by Dr. Chou Hseuh-chang, new municipal educational director in Peiping, to clear up chaotic conditions in primary and middle schools there. He hopes to have all schools running in good order by next autumn. The northern rebellion last year played havoc with Peiping's primary schools. Teachers were not paid, and politicians made principals.. After collapse of the rebellion responsible heads of many schools disappeared, and teachers and pupils did what they pleased. The whole primary school system virtually collapsed. Dr. Chou is spending the spring and summer restoring order.

Pidgin English Future Language

"Pidgin English will be the classic English of the future," George Bernard Shaw declared recently in a speech. "An Englishman says: 'I am sorry I cannot oblige you,'" Shaw said, "but a Chinaman says: 'No can,' and expresses himself perfectly."

Scarcity of Schools For Peiping Children

More than 110,000 of the 130,000 children of school age in Peiping cannot read or write, and there are no schools to teach them, Wang Chieh-hsia, director of the city educational bureau, declared in submitting a request for increased funds. Wang says that it is possible at present to teach only 20,000 boys and girls in Peiping. He admits that the bureau cannot provide schools for all children at once, but asks that a gradual increase in the number of schools be made.

High Scholarship In Teachers Asked

Colleges of liberal arts can best serve the cause of secondary education by providing faculty instructors with unquestioned scholarship, Dr. Clifton D. Gray, president of Bates College, told members of the New England College Teachers of Education at their annual meeting at Tufts College, Medford, Mass. Instructors, Dr. Gray said, should have the classroom for their dominant interests. They should master the art of subject-matter presentation, and never forget that they are not teaching subjects, but persons, and for whom research is not the absorbing road to productive scholarship, but rather a constant stimulus to a growing mind. "The secrets of good teaching are not so much taught by precept as by example," he continued. "When the college provides teachers such as I have described, it is inevitable that from its classrooms will go forth disciples who will carry with them something of the secret of the master teacher."

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GRINS BETWEEN GRINDS

Optimism

A friend met a cheerful Irishman who had plainly suffered some hard knocks.

"Well, Pat, how are you getting on now?" he inquired.

"Oh, Oi'm still hard up, but Oi've a fine job in Honolulee, and fare paid. Oi sail tomorrow."

"Sure, man, you'll never be able to work there. The temperature is a hundred in the shade."

Pat had endured too much cheerfully to be discouraged.

"Well," he replied, hopefully, "Oi'll not be workin' in th' shade all th' toime."

Just Shopping

"I'd like to know if I can get a divorce from my husband," said the dainty young thing.

"What has your husband done?" inquired the lawyer.

"Is is necessary to say that?" she asked.

"We must, of course, make some charge against him. State what he's done."

"Well, as a matter of fact, he hasn't done anything," she said. "I haven't got a husband, but I'm engaged to a man, and I just wanted to see how easy I could get a divorce in case of need."

Then she was gone, leaving the lawyer in a dazed condition. — Boston Transcript.

Selfish

A small boy traveling alone had a severe cold, and kept up a continuous sniffing, which irritated an old lady across the aisle of the coach.

"Boy, haven't you a handkerchief?" finally asked the lady in desperation.

"Yes, but I never lend it to strangers," was the boy's prompt answer.

Labor Saving Art

At an insane asylum one of the inmates imagined himself to be an artist. A visitor noticed him dabbing at an empty canvas with a dry brush, and to humor him asked what the picture represented.

"It's a picture of the Israelites being pursued through the Red Sea."

"And where's the sea?"

"Why, that's rolled back to allow the Israelites to pass."

"And where are the Israelites?"

"They've just gone by."

"Then, where are the pursuers?"

"Oh, they haven't come along yet." —The Toronto Globe.

Try It, and See

Teacher—"What is half of eight, Frank?"

Frank—"Which way, teacher?"

Teacher—"What do you mean, which way?"

Frank—"On top, or sideways?"

Teacher (bewildered)—"What difference does it make?"

Frank—"Well, the top half of eight is zero, but half of eight sideways is three."

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Meetings To Be Held

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

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